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ABSTRACT

This booklet, which is intended for practitioners in continuing higher education, examines the role of higher education in retraining displaced professionals. The booklet begins with brief descriptions of four innovative university programs for displaced professionals and an exploration of higher education's role in retraining displaced professionals. Other topics discussed include: the concept of a career and the role of family, friends, education, and workplace in career development; implications of downsizing for the traditional model of continuous career development; new models for education and training in response to changing business demands and the special needs of displaced professionals; features of exemplary retraining programs (counseling, career development skills, small class format, job search strategies, networking, certification, short courses, computer literacy, select faculty, orientation toward assessment, and commitment to continuous learning); and opportunities for partnerships with federal/state government agencies, business, and unions. Eight model programs are profiled that illustrate the following possible program approaches: comprehensive approach addressing the full range of problems facing displaced professionals, focus on transitioning after downsizing, and focus on adapting to new industries. Concluding the booklet are recommendations to program developers, 23 references/suggested readings, and 19 continuing education programs of interest to displaced professionals. (MN)

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DISPLACED PROFESSIONALS

BY PAUL J. EDELSON
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DISPLACED HIGHER EDUCATION'S ROLE IN RETRAINING PROFESSIONALS

BY PAUL J. EDELSON
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MARLENE BRENNAN

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TABLE OF CONTENTS

■ THE CONCEPT OF CAREER ...	3
■ THE CHANGING WORLD OF WORK	5
■ HIGHER EDUCATION & THE WORKFORCE	6
■ THE ROLE OF CONTINUING EDUCATION	8
■ MODEL CONTINUING EDUCATION PROGRAMS	10
■ RECOMMENDATIONS	12
■ FURTHER READING	13

- **The Workforce Development Center at SUNY Stony Brook** responds to regional economic needs with a variety of curricula. Special services are aimed at easing the psychological strain of job loss for displaced professionals.
- **After plant closings and layoffs** in east Indiana, an Alliance for Workforce Development is providing guidance services and coursework to retrain workers for new careers. The Alliance is a collaborative effort between three higher education institutions and the private sector.
- **Displaced professionals willing to "fly standby"** to gain a 60 percent tuition discount are enrolling on the last day of registration to fill empty seats in classrooms at the Rochester Institute of Technology.
- **A Certificate Program in Technology Transfer & Commercialization** offered by California State University-Hayward is assisting U.S. manufacturers to convert defense technology to civilian uses.

Innovative university programs are helping displaced professionals to transition after downsizing and to adapt to new and changing industries. Successful continuing education programs are attending to both the special needs of professionals and expectations of potential employers.

RETRAINING DISPLACED PROFESSIONALS

HIGHER EDUCATION'S ROLE

Work is the central feature of modern life. It is a key factor in how we define who we are, both to ourselves and to others. More than an exchange of labor for cash income, work constitutes our identity, serving as the organizing engine of our existence. The short cut in thinking "I am what I do" is erroneous and misleading. Nonetheless we perform this mental act often, thus reinforcing the potency of employment as a source of meaning, not to mention status and power.

One of the central problems of "retirement" is fashioning a new existence no longer dependent upon work as the source of identity and fulfillment. Additionally, the need to replace the social networks of friendship and camaraderie, by-products of the workplace, are further challenges to those moving out of the structured world of employment into a life that can be shaped in a

more plastic manner irrespective of the traditional workday. For some, the daunting challenge of this new life is so strong that they postpone retiring as long as possible. The growing trend of working in retirement, both paid and unpaid, is testimony to the power of the workplace as a source of meaning and satisfaction which many refuse to leave, even when given the opportunity and financial security to do so.

The contemporary issue of involuntary retirement for displaced professionals* prompts us to closely examine the unforeseen transition that arises for those downsized and/or displaced. Problems of greater severity are created than is the case in normal retirement, especially for the middle class, middle management, mid-career professional for whom unanticipated retrenchments represent a twist of fate in an otherwise unblemished, upwardly mobile career.

* For the purposes of this paper, the term professional is used in the broadest sense, to refer to practitioners across a range of occupational fields.

THE CONCEPT OF CAREER

A HISTORICAL NARRATIVE WE WRITE FOR OURSELVES

Being abruptly downsized produces a break in career. The concept of career can be best understood as a historical narrative we write for ourselves, created retrospectively and selectively. It is a plausible explanation for how we have arrived at our present positions. Personal responsibility, the notion of increasing mastery, and progress towards larger life goals are often the leitmotifs of "good" career narratives we script for ourselves. But through introspective conversation it is possible to be more honest and assess the contributions of chance, accident, and the thousand and one minor decisions we make that all contribute to the superficially seamless career saga we delight in telling and retelling.

Acknowledging the complexity and incremental quality of career development is essential, especially for those charged with working with others to rebuild their careers. Intentionality and the desire to succeed are just parts of how we have developed our work lives. The real truth underlying the smooth narratives of inevitable mastery and growth would be hard to replicate in sound career planning guides. The multitude of factors that help account for how we matured in the workplace are as complicated as the influences shaping our adult personalities. The appearance of linearity and unidirectional movement must be questioned and a more realistic model substituted when we seek to resurrect or redirect careers temporarily and abruptly halted.

Factors in Career Development

A number of key factors emerge as important in defining an approach to adult career development.

- **Family.** The family provides the initial orientation to work. Parents and other

family members, particularly adult relatives or older siblings, can serve as role models or anti-models. Values towards work are expressed on a continuous basis, consciously and unconsciously. Adults who have lost their jobs and have young children, or even older working children, can experience a wrenching role reversal when they confront a condition they have not experienced for decades-finding work. This can compound the psychological problems of depression associated with locating new employment. University mentors have the task of guiding adults back to work and serving as role models. This often places them in the position of surrogate family members, a role not initially foreseen.

- **Friends.** The peer group establishes a comparative frame of reference and orientation towards work. Early talk among children about what they will do when they "grow up" changes as the reality of choosing a career becomes more imminent. By discarding and/or selecting new friends, greater complexity is added and the potential range of choices expanded. Sharing job information among friends can be a useful asset when looking for work. Friendship networks merge into collegial/workplace relationships as the worksite becomes the "neighborhood" for significant social interaction. Contemporary efforts to network are an attempt to emulate the social structure of families and friends.

perhaps blending the two. For the unemployed, networking accomplishes the multiple goals of reaching out to others for support and also serving as support gives themselves.

- **Education.** Education serves as a threshold requirement for entry into the workplace. The importance of degrees and certificates as union cards have long been recognized as a means of separating qualified from unqualified applicants. A challenge for continuing educators has been to develop a system of credentialing, including certificates to accredit formal, non-degree education that has visibility and legitimacy in a competitive job market. For adults, the ability to complete coursework and earn certificates is a way of refuting negative stereotypes about older people's inability to stay current in their education and adapt to the changing workplace.

These three factors—family, friends, and education—are formative for the initial entry into employment. Subsequently, the workplace itself becomes the dominant force in shaping career development while the influence of family, friends, and education recede. This has been historically true of education until the present period. Now, however, continuing education affords the opportunity for redefining one's place in the workplace, radically altering mobility trajectories. For those abruptly downsized, continuing education offers hope and a promise to rebuild and work again towards important goals.

- **Workplace.** The workplace itself is the crucible for shaping and molding our organizational persona. Initial employment signals the start of socialization into

the work domain. When we leave work, we leave behind who we are. New jobs provide opportunities for being reborn, transplanted, or grafted onto different rootstock.

To continue with a gardening metaphor, as workers we are all hothouse blooms uniquely adapted to our growing environments. This helps account for the difficulty people face when trying to transition out of obsolete or defunct industries such as defense and "smokestack" manufacturing into other more economically competitive fields (Childress, 1996). They suddenly find their qualifications, awards, skills, and seniority irrelevant to the needs of other firms. Middle and senior level managers must learn how to do their own word processing and develop the ability to directly interface with other colleagues without the aid of support personnel. The need for cross training and intra-organization project teams may go against a prior history of specialization and compartmentalization in the former company or field.

A challenge in re-educating the downsized is fostering the recognition that it is not enough to be successful within the firm; there is a need for personal benchmarking against colleagues industry-wide. Promoting a concept of professionalization that extends beyond the walls of the present employer is the best insurance against future unemployment. Continuous training and lifelong learning are vehicles for achieving industry-wide certification of skills competency as well as building confidence and self-esteem. The person who is up-to-date in training is also more likely to be aware of developments within the field that are likely to influence employability. These could include introduction of new software packages, product lines, mergers, and opportunities for growth.

THE CHANGING WORLD OF WORK

THE DOWNSIZING OF AMERICA

A growing number of authors have analyzed the changing world of work (Bennett, 1990; Bridges, 1994; Handy, 1989; *New York Times*, 1996; Rifkin, 1996; Vaill, 1996; Zuboff, 1988). They describe a world of formerly successful American companies that have not kept pace with economic and technological developments, especially the need to meet the challenges of lower cost, higher quality overseas competitors. In addition, previously effective pyramidal managerial structures are viewed as cumbersome and unresponsive to fast changing business environments. The consensus is that middle management, long a comfortable and acceptable resting place for white collar professionals, has been dramatically altered, becoming a *terra incognita* for today's workforce.

Like an earlier generation of blue collar manufacturing positions, middle management responsibilities have succumbed to the relentless pressures of office automation. Computerization has allowed higher level management direct access to data in real time, offering the possibility of direct intervention in organizational processes, thus bypassing layers of bureaucracy and jobs. The widespread use of desktop communications software, popularly known as e-mail, affords two way direct access, further compressing hierarchical structure. The basis for middle management as a "repository for the explicit knowledge of the organization" (Zuboff, 1988, p. 232) has thus been eroded. In addition, the introduction of team management concepts, and the same access to organizational data, expert systems, and higher level management also encourages lower level employees to manage themselves. Middle management has become dispensable. "The Downsizing of America" (New

York Times, 1996) painfully documents this process. Since 1979, more than forty-three million jobs have been lost in the United States. Increasingly those losing their jobs are higher paid white collar workers, men and women at the "peak of their careers" (p.4). Significantly, "In a reversal from the early 1980's, workers with at least some college education made up the majority of those people who were eliminated, outnumbering those with no more than high school educations" (p.5).

A Thing of the Past: The Career as a Four-Act Play

In the past, it has generally been possible to conceptualize a typical career as a four-act play:

- **Act I.** Securing the job and proving oneself worthy of employment.
- **Act II.** Achieving a level of mastery and journeyman status.
- **Act III.** Becoming a respected senior voice and moving into management. For the very fortunate, this leads to senior management.
- **Act IV.** Passing the reins to younger people while transitioning to retirement.

This model stressed continuity, characterized by patterns of long service within a single firm or industry. Critics noted its insularity, tendency towards habituated routines, and the inevitable loss of responsiveness to change. Now, with greater volatility in the work environment, transitioning is the norm. We can no longer count on advancement and rewards within a company, resulting in

the demise of traditional "corpocratic careers" (Kanter, 1989, p. 305) predicated on a steady stream of rewards issuing from employers.

Now we are more likely to encounter recurring loops at the end of Acts II and III. Several authors note the necessity for a new approach to work, stressing the development of portable or transferable skills from employer to employer (Hall and Associates, 1996; Bridges, 1994; Sheckley, Lamdin, & Keeton, 1993, pp. 114-115). Handy (1989) sees a future world of core and peripheral workers. The former are few in number and highly rewarded for their skills while the latter float from job to job depending upon temporary needs. One of America's largest businesses specializes in placing temporary workers. Uchitelle (1996) ironically notes that contingent workers are often hired back at their former places of employment for fractions of their prior salaries.

A commitment to lifelong learning is now truly required as a way of adjusting to these abrupt changes (Vaill, 1996). Stability is inadequate

preparation for a life of career changes and shifts. We require rapid repositioning and the ability to jump confidently from one solid piece of ice to another in order to avoid the freezing water of unemployment. The dilemmas of mid-career men and women who were looking forward to cutting back their workloads or even retirement and who must now fortify themselves for a longer uphill push are now commonplace (*New York Times*, 1996).

As constant transitioning becomes the norm, we may find much to gain from this new pattern. But in the short run, the need for rapid adaptation, especially new education and training, is certain to cause stress and heightened anxiety. Continuing education providers need to recognize the volatility of the contemporary work milieu for which they are providing training. They must constantly update curricula and equipment in order to keep up with fast-paced business environments, continuously on the lookout for new training needs.

HIGHER EDUCATION & THE WORKFORCE

MODELS FOR EDUCATION & TRAINING

Adult retraining has historically been addressed within higher education by community colleges and technical schools which have a longstanding commitment and involvement in occupationally related training. They often provide shorter term and technical programs for students whose career goals do not include a four year degree. These institutions have also pioneered in offering workplace retraining in various skill areas.

Colleges and universities, by way of contrast, have set for themselves the goals of educating the managerial/professional elite through multi-year degree programs. The undergraduate model has

long been strongly liberal arts oriented, characterized by exposure to academic discipline epistemologies. This emphasis on academic intellectual and theoretical approaches is defended as the only legitimate form of career education since it equips graduates to think and adjust to changing workplace requirements. Advocates for this model also identify, in addition to the basic intellectual problem solving skills, cultural socialization, and interpersonal communication, the habits of studying, writing, preparing for exams, meeting deadlines, and negotiating that are all useful by-products of collegiate environments.

New business demands vs. traditional liberal arts education

Despite changing realities, especially the demands of business leaders, there is a profound reluctance in American higher education to abandon the undergraduate model of liberal arts education although there have been concessions to parents based upon anxieties for the future employability of their children. These innovations have included the introduction of work-study and internship programs which provide opportunities for students to make useful contacts in the work world, develop their resumes, and most important of all, earn extra money while attending school. This incorporation of work/study models owes less to theoretical arguments than to the realities of financing undergraduate educations. A growing number of undergraduates are working students, even among the full-timers. These same students are increasingly taking courses at various hours throughout the day and evening to accommodate their job schedules.

Undergraduate majors in business and education were early concessions to the needs of students who would be working directly after college graduation. Ironically, these undergraduate curricula are being questioned as some sectors of higher education are increasingly moving towards a post-baccalaureate approach to professional credentialing based upon graduate school models of law, medicine, and doctoral education in the academic disciplines. This development can be attributed to the stubborn persistence of the "pure" student model, regardless of employment needs, and the efforts of some fields to upgrade their criteria for professionalization, thus eliminating lower grade practitioners.

It is therefore not surprising that college and university approaches to training displaced mid-career professionals have been through readmis-

sion into traditional long-term programs, sometimes with special support services. Other features may include treating the specialized group as a separate cohort segregated from traditional students; differential admissions criteria; a concentrated fast-track dimension including weekends and summer institutes; and sometimes evening scheduling.

This gradual introduction of greater flexibility with respect to admissions, program delivery, and support services does not signify an abandonment or reconceptualization of curricula along more fundamental lines, especially when it comes to meeting the needs of non-traditional students. Institutions still perceive the student's goal as the traditional degree, certificate, or diploma. There is a need for acknowledging the needs of all students, and especially those who have lost their jobs and who view colleges and universities as an appropriate place to redevelop their skills.

Special needs of displaced professionals

What kinds of programs do displaced professionals need? At the very least there must be a recognition of the trauma caused by unanticipated job loss. Counseling and specialized support services are needed to address heightened levels of anxiety and depression (Brennan, 1996). Because of the abrupt discontinuity of decades long career paths, there may be a reluctance on the part of these students to commit themselves to long-term academic programs which require exceptional dedication, not to mention financial support. This is especially true for potential students with families, homes, and other important financial commitments.

Additionally, there may be a need for extensive academic counseling that addresses the full range of programs found at the modern college or univer-

sity. For students who graduated 10, 20, or even 30 years earlier, it is certainly difficult for them to anticipate the ways colleges have relentlessly pushed at the frontiers of knowledge. New academic departments, interdisciplinary majors, and the proliferation of professional schools are just some of the differences they are sure to find. Even if these students are not initially ready to

enroll in degree programs, college and university representatives should take advantage of the presence of this cohort to define higher education in ways that suggest a valuable and enriched resource for the future. This point can also be made by continuing education staff who serve at the points of entry. The following section examines the role of continuing education in greater detail.

THE ROLE OF CONTINUING EDUCATION MEETING THE NEEDS OF DISPLACED PROFESSIONALS

Continuing education is ideally suited to meeting the needs of displaced professionals. The concepts of extension and outreach, historic synonyms for continuing education, express the responsiveness long associated with these units which specialize in putting the resources of the university at the service of the community. Over the past century continuing education has evolved into a highly effective mechanism noted for adaptability, an emphasis on the student, and efficiency in focusing expertise on real-world concerns. The innovation of short courses pioneered by continuing educators at the University of Wisconsin (Rohfeld, 1990), but soon adopted both nationally and internationally as an economical means of transmitting practical knowledge and information, has become an accepted model for skills updating and new knowledge acquisition.

The value of the school/work connection is an enduring feature of continuing education, particularly its utility as a tool of upward mobility and success (NUCEA, 1995a). The development of the urban night school as a permanent feature of modern higher education can trace its roots from the colonial period to the present (Cremin, 1990; Edelson, 1995; Seyboldt, 1925).

Continuing education is a fertile setting for workforce development programs, especially those that target displaced professionals. A UCEA (formerly NUCEA) conference in January 1995 entitled "Careers in Transition" was the first major national attempt to mobilize higher education resources towards resolving this problem. An important component of the conference highlighted "best practices". (NUCEA, 1995b).

Features of exemplary programs

Exemplary programs tend to share similar features:

- **Counseling.** Programs need to address the psychological blow that an individual suffers as a result of job loss and sudden financial and emotional vulnerability. An effective counseling program can enable a student to make sense of what was happening to them and ultimately decide upon a course of action.
- **Career Development Skills.** An individual who has been "rified" often needs help understanding the changing workplace and the dynamics that have

produced downsizing. Concepts of portable skills and self employability promote a viewpoint that everyone is in essence an entrepreneur with the ultimate responsibility of developing and marketing their own unique assets.

- **Small Class Format.** Successful programs maintain small class sizes. Beyond the advantages of close student/teacher interaction, small class size supports student peer group formation, and facilitates intragroup support. This is particularly helpful when students are tackling difficult challenges. Small group size is perceived as minimizing dropping-out.
- **Job Search Strategies.** It is critical that people take a proactive approach to their job search programs. An effective program will help the unemployed individual understand the various steps that need to be taken in order to find a new job, such as accessing job banks, resume writing, and interviewing.
- **Networking.** Many programs introduce out-of-work individuals to useful networks. Networking can not only reduce the isolation that an individual who is out of work experiences, but also expand access to useful job contacts.
- **Certification.** Many programs grant certificates of completion which signify the attainment of defined skill levels in specific areas, such as computer software operation. A university-level certificate indicates to potential employers that a job candidate has the motivation and ability to successfully continue learning new skills.

- **Short Courses.** Compressed, intensive academic programs are widespread. Measured in weeks rather than semesters, such programs feature flexible scheduling with daytime, evening, and weekend options.

- **Computer Literacy.** "Computeracy" or computer literacy is a basic threshold requirement in the modern workplace, regardless of occupational level. Higher education programs directed at displaced professionals insist that participants acquire minimum computer skills and a familiarity with the Internet.

- **Select Faculty.** It is essential for program directors to seek out faculty that can be effective with this student group rather than simply relying upon regular instructional staff. This ensures that teaching will be at the appropriate level with a motivated teaching staff.

- **Assessment Oriented.** Quality-conscious programs assess participant performance and outcomes. Program effectiveness is judged both by results in the classroom and by participants' subsequent success in finding new employment.

- **Commitment to Continuous Learning.** Programs stress that continuing education is the key to ongoing employability and that is the responsibility of employees to keep their knowledge and skills up-to-date.

Strength in Partnerships

Some programs exhibit unique characteristics such as collaborative partnerships or programming designed to meet the requirements of federal job training initiatives.

- **JTPA funding.** Some continuing education programs have obtained funds allocated through the Job Training Partnership Act (JTPA) to support training programs for displaced professionals. It is sometimes difficult for four-year higher education institutions to secure JTPA funding. JTPA funding requirements exert a large influence over program content, format, and student record keeping requirements.

- **Partnerships with State**

Government. As states have assumed more responsibility in the devolution of power from the federal level many activities like workforce development are being re-invented on the state level. State officials and agencies are often open to collaborative programs that will help the state meet designated policy goals.

- **Partnerships with Business and**

Unions. Collaborative programs are likely to be viewed as well conceived and compatible with the realities of the workplace. They can also facilitate job placement, an essential factor for many displaced professionals.

MODEL CONTINUING EDUCATION PROGRAMS SERVING DISPLACED PROFESSIONALS

An examination of programs for displaced professionals suggests that it is possible to group them by type of service provided.

The Comprehensive Approach

The comprehensive approach to such programs takes on the resolution of the full range of problems facing a displaced professional. This might include extensive research and analysis of regional labor markets, outreach services, (such as career counseling and planning,) and the design of specific credentialing programs or coursework that will enable a professional to re-enter the workforce as rapidly as possible. Such institutions often provide critical support services and quality educational opportunities to displaced professionals from a variety of industries throughout the region.

- **The Career and Life Planning**

Center at John Hopkins University

offers support services beyond the classroom to all displaced professionals receiving training in the School of Continuing Studies. In addition to career search resources and counseling, the Center offers a series of workshops designed specifically for displaced professionals. These evening and weekend workshops include: *Succeeding in the New Corporate Culture*, *Opportunities in the Non-Profit World*, *Resolving Conflict in the Workplace*, and *Using Technology in Your Job Search*.

- **The Workforce Development**

Center at SUNY Stony Brook was

opened in 1992 to respond to the developing regional economic situations.

The Center offers a wide variety of curricula and programming to the displaced professional. In addition to career counseling, the Center provides services aimed at easing the psychological strain that often results from job loss. While specific programming is offered for displaced professionals, most coursework is completed in classes that mix employed professionals and displaced professionals. This provides an added opportunity for professional networking. The Center is one of a handful of continuing education programs for displaced professionals that makes use of federal funding from the Job Training Partnership Act (JTPA) in addition to private industry grants and participant fees.

- **The Displaced Worker Training Program at UCLA Extension** is a unique partnership with the City of Los Angeles, the LA Private Industry Council, the State of California Employment Development Department, and the UAW-Labor Employment and Training Corporation. This comprehensive program provides generous financial assistance grants, career counseling, job-placement assistance, and other support services for workers seeking to retrain and find new jobs. This program is also funded in part by federal JTPA monies.

Transitioning after Downsizing

The second type of program is often targeted at a specific industry that is preparing to significantly downsize or close operations and will leave the region with a significant number of displaced professionals from one particular industry.

- **The Alliance for Workforce Development** is a collaborative effort between Indiana University East, Indiana Vocational Technical College, and Earlham College. The Alliance was founded in 1991 in response to layoffs and plant closings in eastern Indiana. The Alliance is now a public/private initiative which assists displaced workers in the Richmond, Indiana area by providing career guidance services in addition to the specific coursework that each institution offers.

- **The Employee Assessment Project** is an effort by the Pennsylvania State University Center for Applied Behavioral Sciences, the U.S. Department of Labor, the State Dislocated Workers Office, and the Philadelphia Private Industry Council to study the skills of workers in the Philadelphia Naval Shipyard and to evaluate the potential for placing those workers in new jobs when the Shipyard closes down. This study is hoping to identify employees that will need to retrain and those that will be able to transition into new jobs with little or no retraining. The initiative eases the burden of potentially high unemployment in the Philadelphia area as the Navy gradually closes this installation.

- **The University of Massachusetts Lowell** has redesigned many of its certificate and training programs to match recent changes in the regional labor market. As the mini-computer industry and the local defense industry began to consolidate, the University lost many continuing education enrollments in engineering and management. In response

to this drop, the continuing education unit designed 18 new certificate programs aimed at directing workers toward regional industries which are creating new jobs. Many of the same students who once represented lost enrollments are returning for short-term, career-focused retraining that prepares them for available jobs.

Adapting to New Industries

The third type of program is found when an institution develops a course of study targeted at providing training and credentials in one specific industry experiencing an explosion in available jobs.

- **The University of California Extension** has created a nationally delivered curriculum in Hazardous Materials Management. This program consists of nine electronically delivered courses which lead to a certificate credential. Developed with a grant from the Sloan Foundation, it is

unique because it allows the University of California to share its expertise in this area with students around the country.

- **A Certificate in Technology Transfer and Commercialization** is offered jointly by the School of Business and Economics and the Division of Extension at California State University-Hayward. Started in 1992, this certificate focuses on practical ways to transfer technological innovations developed in research laboratories to commercial markets. This program helps engineers and research scientists prepare for the transition between research and development and commercialization. It consists of 96 hours of classroom instruction and is offered at the Lawrence Livermore National Laboratory. Programs such as this one are part of a growing effort to assist U.S. manufacturers in converting technology once dedicated to national defense concerns to civilian commercial uses.

RECOMMENDATIONS

Any continuing education unit contemplating the development of programming for displaced professionals should consider the following:

- **Contact state and federal agencies** which administer job training programs. Grants and program funding such as JTPA funds are available to institutions whose programs meet the established guidelines of the administering agency.
- **Contact Private Industry Councils and Unions.** Both of these entities often have money set aside for collaborative efforts in workforce development.
- **Create multi-year relationships with employers** and develop customized

programs that are responsive to their needs. Ongoing programs benefit from a commitment to continuous improvement. They need not lead to degrees and may not resemble conventional programs which tend to have different foci.

- **Develop Performance Measures.** Traditional academic assessment models may not be the best option in some of these programs. However, employers and funding agencies are likely to demand programs with outcome measures.

Successful programming for displaced professionals will be attentive to both the special needs of professionals and expectations of potential employers.

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* NOTE National University Continuing Education Association (NUCEA) changed its name to UCEA, September 1996.

SAMPLE CONTINUING EDUCATION PROGRAMS

Referenced below are UCEA member universities offering various training programs of interest to displaced professionals. Information is limited to schools who responded to a 1996 survey of UCEA members.

Programs for Displaced Professionals

Training programs at the following institutions were developed specifically for displaced professionals with some designated staffing and a recognition of the importance of personal and job counseling.

- **University of Montana/College of Technology**, 909 South Ave. W., Missoula, MT 59801. Chris Heyer 406/243-7875 (cheyer@selway.wmt.edu) Job retraining: Specializing in entry of women into non-traditional occupations, funded by JTPA, Job Service grants, private industry & participants.
- **University of North Carolina at Greensboro**, 209 Forney Building, Greensboro, NC 27412-5001. John Young 910/334-5414 (young@marta.uncg.edu) Job retraining: career change & network support for displaced professionals, funded by participants only.
- **SUNY at Stony Brook**, School of Professional Development, N247 SBS, Stony Brook, NY 11794-4314. Jane O'Brien 516/632-7071 (jsobrien@ccmail.sunysb.edu) Job retraining: insurance classes, computer skills, professional development, funded by JTPA, private industry, & participants.

Open enrollment certificate programs

These universities offer indepth skills training in designated program/professional areas. A credential is given upon successful completion. Displaced professionals are not treated as a separate cohort.

- **Boston University**, 72 Tyng Rd., Tyngsboro, MA 01879. Melissa Ryan 508/649-9731x273 (mryan@bu.edu) Job retraining: computer careers (software technical) funded by JTPA, private industry & participants.
- **University of Connecticut**, One Bishop Circle, Storrs, CT 06269-4056. Roland E. Holstead 860/486-1059 (rholstea@irismonarch.ced.uconn.edu) Job retraining: real estate & insurance, funded by participants.
- **Florida State University**, R55, Florida State Conference Ctr., Tallahassee, FL 32306-2027. Tom Eaves 904/644-4648 (teaves@mailers.fsu.edu) Job retraining: computer technical/professional skills, funded by participants.
- **University of California Los Angeles**, UCLA Extension, 10995 Le Conte Ave., Suite 540, Los Angeles, CA 90024-2883. Frank Burris 310/206-1543 (fburris@unex.ucla.edu) Job retraining: information systems, environmental & healthcare management, funded by JTPA, private industry, & participants.
- **University of California, Irvine**, P.O. Box 6050. Jane Welgan 714/824-7948 (jmwelgan@uci.edu) Job retraining: computer technical and legal assistant, funded by JTPA & private industry.
- **University of Missouri/St. Louis**, 8001 Natural Bridge Rd., St. Louis, MO 63121-4499. David Klustermann 314/516-5958 (dave_klustermann@ccmail.cee.umn.edu) Job retraining:

computer (software technical), funded by JTPA, private industry, & participants.

- **University of New Hampshire**, 24 Rosemary Lane, Durham, NH 03824. William Murphy 603/862-1937 (wfm@christa.unh.edu) Job retraining: computer & professional development, funded by private industry & participants.
- **Wayne State University**, College of Lifelong Learning, Detroit, MI 48202. Barbara Couture 313/577-4595 (bcouture@cms.cc.wayne.edu) Job retraining: computer (technical) & professional development, funded by JTPA, private industry & participants.
- **University of Washington**, 5001 25th Ave., N.E. Box 354221, Seattle, WA 98195. Judith Frey 206/685-6314 (jfrey@ese.washington.edu) Job retraining: computer skills, architecture, business & professional development, funded by participants.
- **University of Wyoming**, Box 3106, Laramie, WY 82071. Mike Freeman 307/766-3152 (dragonn@uwyo.edu) Job retraining program for displaced professionals, funded by participants.

Open enrollment training programs

At the following institutions, retraining and professional development courses exist that can be taken by individuals, including displaced professionals, however, programs are not designed exclusively for displaced professionals.

- **Harvard University**, 51 Brattle Street, Cambridge, MA 02138. Michael Shinagel 617/495-2930, Fax 617/495-9176.
- **Mississippi State University**, P.O. Box 5247, Mississippi State, MS 39762-5247. Cassie Hiltbold 601/323-1118 (chiltbold@ce.msstate.edu).
- **Portland State University**, School of Extended Studies, 1633 SW Park Ave., Portland, OR 97207. Nancy Goldman 503/725-5087 (nancy@po.pdx.e)
- **Rochester Institute of Technology**, Bausch & Lomb Center, 58 Lomb Memorial Dr., Rochester, NY 14623-5604. Joseph Nairn 716/475-2229, Fax: 716/475-5476 Professional Re-employment Education Program (PREP) tuition discount program is funded by RIT and participants who may receive JPTA and/or employer reimbursement.
- **University of Georgia**, Georgia Center for Continuing Education, Athens, GA. Helen Mills 706/542-6663 (millsh@gactr.uga.edu)
- **University of Minnesota**, 77 Pleasant St., Minneapolis, MN 55455-0216. David Grossman 612/624-2517 (dgrossma@mail.cee.umn.edu)



UNIVERSITY
CONTINUING
EDUCATION
ASSOCIATION

Founded in 1915, the University Continuing Education Association (UCEA) promotes expanded opportunities and high-quality continuing higher education on behalf of part-time students. The Association consists of accredited, degree-granting higher education institutions and comparable non-profit organizations with a substantial involvement in post secondary continuing education. Members include public and private institutions offering both credit and non-credit instruction at the pre- and post-baccalaureate levels. UCEA seeks to exemplify its commitment to ethnic, cultural, and gender diversity and fairness in all of its forums, both public and private.